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ABSTRACT

The Florida Technological University Campus Environment Study was undertaken in 1973 to determine the student body's perception of the collegiate environment. Information was provided on the seven college and University Environment Scales, which concerned the following areas: practicality, community, awareness, propriety, scholarship, campus morale, and quality of teaching and faculty-student relationship. The study population was 571 students attending day classes at the main campus during spring quarter, 1973. The main study group were undergraduates; however, graduate students from the colleges of business administration, education, and social sciences were included. Students generally viewed the faculty as contributing directly to many of the positive facets of the collegiate environment. Faculty were judged as well qualified, dedicated, and highly respected by the students. Pure scholarship and basic research were not seen to be emphasized at the university. Students viewed program offerings as designed to make students more practical and realistic. Students believed that a friendly atmosphere exists on the overall campus. Students viewed themselves as showing caution in their behavior, valuing assistance from others, sharing their problems, and being happy and casual. Environmental characteristics associated with peer group spirit and group involvement were viewed to be at a minimum. (SW)

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STUDENT PERCEPTIONS OF THE COLLEGIATE ENVIRONMENT AT FLORIDA TECHNOLOGICAL UNIVERSITY

An Assessment of the Strengths and Weaknesses of the Collegiate Environment

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January 1975

ABSTRACT

The Florida Technological University Campus Environment Study was conducted during Spring Quarter, 1973. The study was undertaken to determine the student body's perception of the collegiate environment at the University and to foster the development of a quality institution. The College and University Environment Scales survey was utilized to assess the intellectual-cultural climate of the University. The study was designed to provide comparative information about the Florida Technological University collegiate environment and to compare the overall profile with the profile of the reference group.

The primary purposes of this study were:

1. to assess the student body's perception of the collegiate environment, i.e., the environment in which the current educational process is taking place.
2. to identify the characteristics of the University environment as perceived by the aggregate student body concerning practicality, community, awareness, propriety and scholarship.

The study provided information on the seven College and University Environment Scales. The survey included the practicality scale, community scale, awareness scale, propriety scale, scholarship scale, campus morale scale, and quality of teaching and faculty-student relationship scale. In addition to the institutional profile comparison, a detailed analysis was completed for each scale to determine the strengths and weaknesses of the University environment. These data addressed the collegiate environment as it related to students, faculty and programs.

The findings of the study revealed that in general, the faculty contribute directly to many of the positive facets of the collegiate environment. The faculty were judged as well qualified, dedicated scholars who were highly respected by the students. However, pure scholarship and basic research were not emphasized at the University. In the eyes of the students, program offerings were designed to make students more practical and realistic. The findings indicated that students attend the University for the anticipated economic benefit gained from the degree. The students believed that a friendly atmosphere permeates the overall campus environment. Students viewed themselves as showing caution in their behavior, valuing assistance from others, sharing their problems and being happy and casual. However, environmental characteristics associated with peer group spirit and group involvement were at a minimum.

FLORIDA TECHNOLOGICAL UNIVERSITY

CAMPUS ENVIRONMENT STUDY

The philosophy of Florida Technological University includes two basic tenets, "Accent on the Individual" and "Accent on Excellence." These tenets necessitate that a collegiate environment be maintained that is conducive to learning and fosters favorably social development for each member of the University community. In an attempt to meet more fully the needs of all students and to foster the development of a quality institution in which campus morale is high, a university environment study was undertaken at the end of Spring Quarter, 1973. The study was made possible by the generous support of the FTU Foundation. It was sponsored and completed by Dr. W. Rex Brown, Vice President for Student Affairs, and Dr. D. R. Coleman, Director of Institutional Research.

Purpose

One of the major concerns of the faculty, staff and administration is the student body's perception of the collegiate environment. Since the environment in which students function directly affects their morale as well as their learning process, it was believed that the investigation would be a benefit to each division of the University.

The study was designed to provide a profile of the overall University environment based on the student body's perception of the environment. The results evidenced strengths and weaknesses in current University services. It was felt that the findings would be useful in

evaluating current conditions and determining desirable courses of action to reinforce or change the perceived environment.

The primary purposes of this investigation were:

1. to assess the student body's perception of the collegiate environment, i.e., the environment in which the current educational process is taking place.
2. to identify the characteristics of the University environment as perceived by the aggregate student body concerning practicality, community, awareness, propriety, scholarship, campus morale, and quality of teaching and faculty-student relationships.

Population

The population of this investigation included 571 students who were attending day classes at the Florida Technological University main campus during Spring Quarter, 1973. This group represented approximately 8.3 percent of the University enrollment. Students were selected by class level and college in proportion to the enrollment distribution of the University. The number selected from each subpopulation paralleled the proportion of the enrollment by class level and college. The undergraduate subpopulation was the primary group in the investigation. However, the sample included graduate students from each of the following colleges: Business Administration, Education, and Social Sciences.

Methodology

The information was collected by means of the College and University Environment Scales (CUES) survey.* This instrument is an Educational

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* Hereafter referred to as CUES.

Testing Service product. It was designed to assess the student body's perception of the university environment. The CUES has five basic scales--practicality, community, awareness, propriety, and scholarship. Also there are two special subscales--campus morale and quality of teaching and faculty-student relationships. The CUES survey was designed to enable an institution to assess the intellectual-cultural climate of the university. Data obtained from 100 colleges and universities across the nation were used to establish norms for interpreting the scores produced by the survey at any one institution. A complete description of each scale and a list of the items included in each scale are presented in Appendix A. An item was identified as a characteristic when two-thirds of the students responded to an item in the same direction.[1]

The aggregate subpopulation was used to develop an institutional profile for the seven scales. The Florida Technological University data were compared with the norms based on the national reference group. In addition to the analysis of the CUES scales, the subpopulations were grouped by college as well as student level to investigate possible differences among the various subgroups.

PRESENTATION AND ANALYSIS OF DATA

Five hundred and seventy-one (571) students out of 893 who were selected participated in the study. This represented about 64 percent of those who were requested to participate. This low figure was due to absenteeism on the day the survey was administered. It is important

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[1] C. Robert Pace, College and University Environment Scales, Technical Manual (2d ed.; Princeton, New Jersey: Institutional Research Program for Higher Education, Education Testing Service, 1969), p. 12.

to note that the survey was administered during one-half of a regularly scheduled class. A complete listing of the survey items and summary of the survey results are presented in Appendix B.

Table I provides a distribution of the number of students by college and class level. Although 36 percent of the students were absent from class when the survey was administered, the distribution of participants by college and class level was approximately proportionate to the desired population.

TABLE I

Distribution of Participants by College and Class Level

College	Freshman	Sophomore	Junior	Senior	Graduate	Total
Business Administration	21	15	33	47	15	131
Education	19	13	17	47	11	107
Engineering	10	9	12	25	0	56
General Studies	14	10	8	7	0	39
Hum. & Fine Arts	12	7	11	16	0	46
Natural Science	22	20	24	30	0	96
Social Science	11	19	31	25	10	96
Total	109	93	136	197	36	571

The Chi-square analysis revealed no statistically significant difference between the two populations at the 5 percent level of significance for both class level and college affiliation. Therefore, the assumption was made that the aggregate response profile of this

subpopulation was representative of the overall student body's perception of the University environment.

Items are judged to be keyed in a negative direction when two-thirds of the respondents within the group select the false response and keyed in a positive direction when two-thirds of the respondents select the true response. For the purpose of this study only items with a two-thirds majority were considered to be a characteristic of the environment. The reader must refer to the specific item (provided in Appendix B) to determine if the characteristic is a desirable or an undesirable element of the environment.

CUES Scales Analysis

The findings of the Florida Technological University study revealed considerable differences among the seven scale rankings as compared to the national reference group. Table II provides a brief summary of the overall University profile for the seven scales. These data revealed that the University environment was ranked above the 50th percentile on the propriety and quality of teaching scales. The environment was ranked below the 25th percentile for both the community and campus morale scales. The environment was ranked somewhat below the 50th percentile on the remaining three scales--practicality, awareness, and scholarship.

TABLE II

Florida Technological University
Scales Scores and Percentiles for the
Five Basic and Two Special Scales

CUES Scale	Scaled Score	Percentile
Practicality	15	28
Community	18	20
Awareness	16	39
Propriety	23	84
Scholarship	21	41
Campus Morale	18	17
Quality of Teaching and Faculty-Student Relationships	16	72

A graphic illustration of the Florida Technological University environment profile as compared to both the national reference group and institutions similar to Florida Technological University is presented in Figure I.

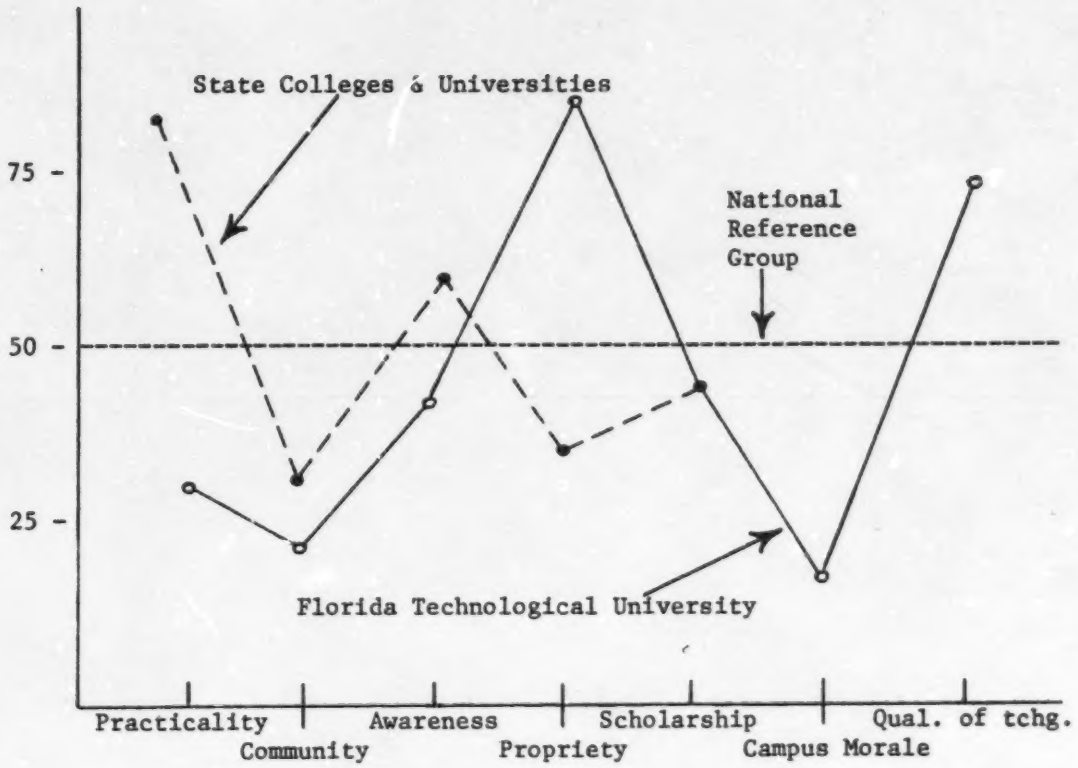

FIGURE I

Florida Technological University
Environment Profile by Scale

Propriety scale. This dimension of the environment received the highest ranking. The 84th percentile ranking evidenced on this scale was well above the median for both reference groups. The items included in this scale (items 41-50 and 91-100) attempted to determine if people were polite and considerate. In general, the scale assessed if the campus atmosphere was mannerly, proper, and conventional with caution and thoughtfulness being evident.[2]

The findings of the propriety scale indicated that students saw themselves as showing a good deal of caution and self-interest in their behavior, following rules and regulations, valuing the person who tries to "help out," and sensing that drinking and late parties were not generally tolerated. They saw faculty as being polite and proper in their relations with students and as thinking of themselves as no different than other adults. On the negative side, students believed they frequently acted on the spur of the moment, lampooned dignified people in the newspaper, and engaged in a variety of pranks.

In summary, politeness, caution, thoughtfulness, and conventional behavior appeared to be characteristics of the University environment.

Quality of teaching and faculty-student relationships subscale. This dimension of the environment ranked substantially above the mean at the 72nd percentile. The items for this scale attempted to determine if the atmosphere was one in which professors were perceived to be scholarly, to set high standards, to be articulate, and to be helpful.[3] Since this scale assessed both academic standards and quality of teaching, a ranking at the 72nd percentile was most significant.

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[2]Ibid., p. 11.

[3]Ibid.

The findings of this scale indicated that students perceived the faculty as dedicated scholars and thorough teachers who probed into the fundamentals of their subjects and clearly explained the goals and purposes of their courses. Courses, examinations, and readings were frequently revised. The professors usually called students by their first name and went out of their way to be of help. On the negative side, class discussions were not typically vigorous or intense.

In summary, scholarship, quality teaching, helpfulness, and warmth were characteristics of the University environment.

Scholarship scale. The scholarship dimension of the environment ranked slightly below the mean at the 41st percentile. The items included in this scale (items 11-20 and 61-70) attempted to assess the dimensions characterized by intellectuality and scholastic discipline. Emphasis was placed on characteristics of an environment in which high academic achievement, rigorous pursuit of knowledge, interest in knowledge for its own sake, and intellectual discipline were important.[4]

The findings of this scale revealed that students respected the faculty and held them in high regard. Although the ranking for this scale was less than the average for the national reference group, items which were related to faculty quality and quality instruction were keyed in the positive direction. Professors were perceived to be dedicated scholars who probed into the fundamentals of the subject and valued careful reasoning and clear logic. Most items which concerned students being pushed to learn or students' interest in knowledge for

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[4]Ibid.

the sake of knowledge received neutral ratings. On the negative side, the University's emphasis on and support for pure scholarship and basic research were not considered to be outstanding. Also, students reported they did not put a lot of energy into everything they did in and out of class.

In summary, students perceived the faculty as scholars and thorough teachers. However, students did not seem to feel that they were being motivated to achieve excellence in their work.

Awareness scale. The awareness dimension of the environment ranked below the mean at the 39th percentile. The items for this scale (items 31-40 and 81-90) attempted to assess an awareness of self (personal meaning), an awareness of society (tolerance of nonconformance), and an awareness of aesthetic stimuli (appreciation) as well as to determine if the environment encouraged students to question current principles and practices and to develop a tolerance for conflicting personal beliefs and expressions.[5]

The findings of this scale evidenced near neutral responses on a majority of the items. These data revealed no agreement concerning accessible channels for expressing student complaints, student roles in social reform, student interest in national or international affairs, or student interest in analyzing value systems. Music, art, and drama appeared to receive little attention. The keyed items evidenced that public debate and faculty involvement in politics were at a minimum. For item 89, a vast majority of the students (84 percent) indicated that

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[5]Ibid.

special museums or collections were not available at Florida Technological University. Sixty-nine (69) percent of the students indicated that concerts and art exhibits did not always draw large crowds of students.

In summary, awareness--defined as an emphasis on "personal, poetic, and political" meaning--did not appear to be a significant quality of the Florida Technological University environment.

Practicality scale. The practicality dimension of the environment ranked at the 28th percentile. The items included in this scale (1-10 and 51-60) attempted to assess characteristics in which orderly supervision was evident in both general student activities and classroom related activities. Also, it attempted to determine if the environment was characterized by enterprise, organization, material benefit, social activity, good fun, and school spirit. The 28th percentile ranking was very low considering the program offerings of the University. However, only two items concerned the practicality of the educational program offerings.

The findings of this scale indicated that the educational program offered many practical courses and that education at Florida Technological University tended to make students more practical and realistic. The data evidenced that typical "collegiate" activities rarely occurred, student elections generated little interest, students did not have sufficient opportunity to have a lot of fun on campus, and membership in the right clubs was not important socially. Students also had considerable freedom to be absent from class and to manage the affairs of their clubs with minimal supervision.

In summary, the Florida Technological University environment made students more practical and realistic. However, students were not closely supervised. The characteristics of a traditional "collegiate" environment were not common qualities of the Florida Technological University environment. Based on the University's young history, these results were not unexpected, and they should not necessarily be construed as undesirable.

Community scale. This dimension of the environment ranked well below the mean at the 20th percentile. The items included in this scale (items 21-30 and 71-80) attempted to determine if the campus atmosphere was congenial, friendly, cohesive, and group oriented. In general, it determined if student life was characterized by togetherness and sharing rather than by privacy and cool detachment. Due to the nature of this scale and the fact that Florida Technological University was basically a commuter campus, this ranking was expected.

The findings of this scale revealed that professors went out of their way to help students, explained the goals and purposes of their courses, and addressed students by their first name. Students commonly shared their problems and found it easy to take clear notes in most classes. On the negative side, there was little group spirit. Only a minimal effort was made to help students get acquainted, and upperclassmen showed little interest in helping new students adjust to the University environment. Also, limited public interest was given to students who produced successful projects on campus, and students exerted little pressure on each other to live up to conduct codes.

In summary, faculty concern for student welfare and a friendly, helpful class atmosphere were characteristics of the University environment. However, the general campus atmosphere was impersonal and peer group spirit was low among students.

Campus morale subscale. This dimension of the environment ranked considerably below the mean at the 17th percentile and was the lowest of the seven scales. The items for this scale attempted to assess characteristics of an environment marked by group cohesiveness, spirited social relationships, commitment to intellectual freedom of expression, and acceptance of social norms as well as those characteristics which were common to a resident campus with years of tradition.[6] Since Florida Technological University was basically a commuter campus and tradition was limited due to the young age of the institution, this ranking was expected.

The findings of the campus morale scale evidenced that favorable attitudes toward the faculty and the quality of instruction provided much of the positive effect for this scale. In addition to the favorable comments already cited for the other scales, students reported that those who knew the right people did not get a better break, but that the faculty did go out of their way to help students. Likewise, students generally abided by rules and regulations and were usually conscientious about taking care of school property. On the negative side, characteristics associated with group spirit were lacking at the University. Students did not believe that the school helped everyone get acquainted, and upperclass students did not take an active part in helping new students adjust to campus life.

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[6] Ibid.

In summary, faculty abilities and helpful attitudes contributed to campus morale. At the same time, student attitudes and actions seemed to be negative influences on developing high campus morale. Attention to the needs for recognition and acquaintance was suggested. This is one area where improvement must be made.

Analysis and Interpretation of Keyed Items

In addition to the 100 items which constituted the seven CUES scales, 60 additional CUES items were included in the survey. Although these items were used for further test development, the grouping of these items with the other keyed items provided additional information about the campus environment at Florida Technological University. However, only those items not previously discussed will be considered in this section.

An analysis of those items which were keyed in a specific direction revealed several broad groupings which concerned the collegiate environment at Florida Technological University. Chart A presents a listing of the ten broad categories and a summary of the keyed items by category.

Four categories were directly related to the academic nature of the University environment. These categories included Faculty and Instructional Process, Educational Program and Purpose, Academic Standards and Scholarships, and Cultural Activities. Twenty-one of the items concerned faculty and the instructional process. The overall response to these items evidenced that the instructional process was viewed to be very favorable from the student perspective. Most professors were viewed as dedicated scholars who delivered well prepared presentations, maintained a friendly classroom atmosphere, were polite and courteous to students, experimented with new methods of teaching and other innovations, and

CHART A

Keyed Items, Magnitude of Keying, and Direction of Keying, By Area

I. Faculty and Instructional Process					
12 - True:	81%	15 - False:	68%	17 - True:	68%
21 - True:	74%	23 - False:	77%	25 - True:	20%
54 - False:	72%	58 - False:	95%	61 - True:	73%
65 - True:	72%	73 - True:	77%	78 - True:	70%
107 - True:	66%	108 - True:	71%	127 - True:	80%
132 - True:	77%	133 - True:	66%	148 - True:	70%
149 - True:	73%	150 - True:	73%	153 - True:	73%
II. Educational Program and Purpose					
6 - True:	71%	59 - True:	79%	109 - True:	88%
124 - True:	66%	156 - False:	78%		
III. Academic Standards and Scholarships					
17 - True:	69%	19 - False:	68%	63 - False:	67%
108 - True:	71%	132 - True:	77%	150 - True:	73%
IV. Cultural Activities					
40 - False:	69%	89 - False:	84%	138 - False:	82%
V. School Spirit					
2 - False:	83%	9 - True:	84%	24 - False:	92%
30 - True:	68%	47 - True:	71%	53 - False:	72%
63 - False:	67%	80 - False:	76%	93 - False:	81%
98 - False:	76%	121 - True:	80%	125 - True:	76%
VI. Student Involvement and Service					
22 - False:	81%	27 - False:	76%	28 - False:	85%
49 - False:	71%	52 - False:	84%	63 - False:	67%
78 - True:	70%				
VII. Social Structure and Activities					
8 - False:	79%	29 - False:	83%	45 - False:	77%
51 - True:	73%	55 - False:	67%	79 - False:	68%
102 - False:	80%	103 - True:	78%	118 - True:	74%
122 - False:	86%	146 - False:	68%		

Chart A continued

VIII. Student Rights and Responsibilities					
44 - False:	67%	45 - False:	77%	95 - True:	80%
97 - False:	75%	157 - True:	84%	160 - True:	86%
IX. Freedom of Expression and Debate					
36 - False:	92%	48 - False:	71%	72 - False:	89%
84 - False:	84%	131 - False:	69%	143 - False:	74%
X. University Facilities and Student Services					
106 - True:	69%	113 - True:	82%	115 - True:	67%
120 - True:	72%	121 - True:	80%		

provided service and consulting for outside groups. Also, 71 percent of the students indicated that professors sometimes increased their grade if they were conscientious and worked especially hard. Although professors emphasized clear logic in grading student papers, most examinations emphasized knowing the correct answer rather than stating and then defining one's position. Likewise, 77 percent of the students stated they were not pressured into attending class. This view was confirmed by the fact that only 64 percent of the students were in class when the survey was administered.

The keyed items which concerned the educational program and purposes revealed that a vast majority of the students perceived the program to be practical and that most students were engaged in this educational experience for its economic value. Also, students were involved in activities with community groups and agencies to gain enrichment experiences. Seventy-seven percent of the students indicated that the University did not have an "experimental" college or program where a variety of new courses were offered. The keyed items which addressed academic standards and

scholarship evidenced that the instructional process was outstanding and the faculty valued careful reasoning and clear logic. However, faculty allowed students considerable latitude in the amount of effort which must be expended and emphasized correct answers as opposed to opinion and opinion defense. The items which concerned the cultural activities of the University environment were all in the negative direction. More than 82 percent of the students indicated that a group of their peers would not spend an evening listening to classical records.

In addition to the academic nature of the university environment, five of the groupings related directly to students and the university environment. These categories included Student Involvement and Service, Social Structure and Activities, Student Rights and Responsibilities, Freedom of Expression and Debate, and University Facilities and Student Services. Twelve of the keyed items concerned school spirit. These items evidenced that although the students were happy with both the campus appearance and the overall environment, the students' perception of school spirit was low. In all probability, this was due to the newness of the University and the fact that Florida Technological University was primarily a commuter campus.

The keyed items which concerned student involvement and service revealed that although students shared problems and appreciated help from others, only limited effort was made to help everyone get acquainted. The keyed items which addressed the social structure and activities category revealed that the main emphasis in departmental clubs was to promote interest in the academic discipline. This may have been a result of close faculty supervision. These data also revealed that family income did not play an important role in the social structure of the University

environment, that student groups seldom met in faculty members' homes, and that nearby churches did not have an active interest in counseling and youth programs.

The keyed items which concerned student rights and responsibilities revealed that students were very responsible and expected due process consideration. The items which concerned freedom of expression and debate were keyed in the negative direction. These six items indicated that although a considerable amount of effort has been made to improve the communication network, in general students believed there was a lack of communication.

Another category which had several keyed items was university facilities and student services. Although many students considered the physical facility to be very limited for the size of the student body, the students expressed general satisfaction with the University facilities and student services. Both the library and placement areas received favorable responses. The only facility item which was keyed in the negative direction concerned a place on campus where students could make speeches about controversial issues. However, such an area has been available in the Village Center area for several years.

Among College Analysis

The analysis of items which were keyed by at least one group revealed only minor differences in the overall profile. One hundred of the items were keyed by at least one college. Although the magnitude of the college responses varied for some items, there were only thirteen items in which at least one of the college groups responded in the opposite direction of the other groups. For the purpose of continuity, the items were grouped into academic and service categories. When an item was judged strong

negative, negative, strong positive or positive it was a keyed item. However, a slight negative or slight positive response was a value judgment made by the authors.

The items which concerned the academic process varied from course supervision to faculty calling students by their first name. Item 7 concerned direct and indirect faculty supervision of assignments. In the College of Engineering, more than 59 percent of the respondents reported in the positive direction whereas the other six groups responded in the negative direction. Item 62 which asked about the intellectual challenge of most courses brought a divergence of opinion. The College of Engineering students indicated that most courses were a real intellectual challenge. This was contrasted with a neutral response from the Business Administration, General Studies, and Social Science groups and a negative response from the other three groups. Item 141 concerned professors requiring outlines prior to the student being allowed to write papers and reports. For this item a strong negative response was reported by the Humanities and Fine Arts, Social Science, and General Studies groups. In contrast, a slight positive response was reported by the Natural Science group and a slight negative response was reported by the remaining college groups. Item 69 concerned student attitude toward thriving on difficulty and hard work. The Social Science and General Studies groups reported a strong negative response. This indicated that students did not thrive on difficulty and did not work harder when the going got tough. The Engineering group reported a slight positive response to this item. The remaining four groups reported a slight negative response. The last item which concerned this area (item 79) asked if faculty members rarely or never called students by

their first name. The Education and Humanities and Fine Arts groups responded in a strong negative direction which indicated that they were addressed by their first name. The Business Administration group evidenced a slight positive response whereas the remaining groups had a moderate negative response for this item.

Another group of items which concerned the academic area was related to programs and facilities which met specific needs and to faculty knowledge of regulations and requirements for specific programs. Item 104 which concerned good facilities for learning vocationally useful skills and techniques received a strong negative response from both the Engineering and General Studies groups. This was contrasted with a neutral response from the Education group and a slight negative response from the remaining college groups. Item 35 addressed interest in the analysis of value systems and the relativity of society and ethics. For this item a negative response was reported by the Engineering group and a slight to moderate negative response by the other groups. This indicated limited interest in other value systems. Item 130 concerned a similar topic. This item asked if there were courses or voluntary seminars which dealt with problems of social adjustment. For this question a strong positive response was reported by the Humanities and Fine Arts and Social Science groups, a moderate negative response by the Natural Science group, and a neutral response by the remaining groups. Item 136 concerned student interest in joining the Peace Corps or planning to spend time in another part of the world. With the exception of the Humanities and Fine Arts group which reported a slight positive response, a strong negative response was reported for this item. The last item (105) in this section concerned faculty members really knowing the regulations and requirements

that apply to student programs. For this item a very slight positive response was reported by the Education group, a neutral response by the Social Science group, a very slight negative response from the Business Administration, Engineering, Humanities and Fine Arts, and Natural Science groups, and a strong negative response from the General Studies group.

The final group of items in which varied responses were evidenced among the groups concerned student spirit and the Dean of Student Offices. Item 129 which asked if students had a genuine affection for the University evidenced a strong negative response from both the Business Administration and General Studies groups. This was contrasted with a neutral response for the Engineering, Natural Science, and Humanities and Fine Arts groups and a slight negative response from the remaining three groups. Item 152 which concerned students having real authority to determine some campus policies and procedures evidenced varied response patterns among groups. The General Studies group reported a strong negative response and the Business Administration group and the Natural Science group reported a moderate negative response. This was contrasted with a slight positive response by the Engineering group and a near neutral response from the Education, Humanities and Fine Arts, and Social Science groups. The last item in the group addressed the main concern of the Dean of Men and Dean of Women. For this item (142) a majority of the groups indicated that disciplinary matters were not their main concern. This was evidenced by a strong negative response by the Education and Humanities and Fine Arts groups, a slight negative response by the Business Administration, General Studies, and Social Science groups, and a slight positive response by the Engineering and Natural Science groups.

Among Class Analysis

The stratification of the results by class level evidenced very similar results among the various undergraduate groups. Of the 74 keyed items, the different response patterns varied for only three items.

Item 90 which concerned the amount of attention modern art and music received evidenced a neutral response for the sophomore group and a negative response pattern for the other groups.

Item 107, which concerned positive faculty involvement in services and consultant activities, evidenced a split among the lower division and upper division groups. The lower division student group reported near neutral response patterns and the upper division group reported strong positive response patterns to this item.

Item 154, which concerned the amount of student interest and activity in social issues, evidenced that the freshman group reported only a very slight negative response to this item whereas the other groups reported stronger negative responses.

The graduate group was very small and was not representative of the graduate population by college. Thus, it was impossible to develop a specific profile pattern for this group. However, of the 36 students who participated, the responses did not differ substantially from the undergraduate group. Although this group was small and represented only the Colleges of Business Administration, Education, and Social Science, two basic points seemed clear. They enjoyed more freedom in the academic area and responded more positively to items which concerned school spirit.

SUMMARY

In summary, the information provided by this survey concerned the students' perception of the collegiate environment as it related to students, faculty, and programs. Students believed their peers were attending the University for the anticipated economic benefit of a degree. They saw themselves as conservative and law-abiding, generally not being pushed to their capacity, generally happy and casual, largely uninterested in large social or cultural group activities, and often acting spontaneously. The students also indicated that club activity and family status were not important. In general, they viewed the campus atmosphere as impersonal with low peer spirit among students and the avenues of communication as being limited. The faculty were highly respected by students. They were viewed as thorough, conscientious teachers who were polite and courteous to students. They were perceived to be dedicated scholars in their field and valued careful reasoning, clear logic, and hard work from their students. In general, the faculty contributed directly to many positive facets of the collegiate environment. In the eyes of students, the programs at Florida Technological University made students more practical and realistic. Pure scholarship and basic research were not emphasized. Students viewed the overall campus atmosphere as friendly. The library was viewed as one of the outstanding facilities. The placement service was considered to be well organized and effective by 69 percent of the students.

The feeling of community with emphasis on the individual and his participation in group activities represented an elusive goal. The fact that students were largely dispersed from the campus after their classes magnified the problem. At the same time, high morale, a strong

sense of community, and heightened awareness represent environmental qualities which merit careful attention at Florida Technological University.

Recommendations

These recommendations are intended to be suggestive rather than definitive actions. Likewise, their order of listing does not indicate priorities.

1. In order to develop a greater sense of belonging and to improve the individuals overall awareness of the University, steps should be taken to:
   a. review and, as necessary, reorder orientation procedures for entering freshmen and transfer students.
   b. enlarge the responsibilities and activities of departmental clubs.
   c. formally recognize outstanding student achievement in various areas of university life.
   d. open additional channels of communication among students, faculty, administration, and career personnel.
   e. consider ways to add additional housing for students on campus in appropriately designed structures for both married and single students.
2. In order to strengthen awareness of self, cultural interests, and political events steps should be taken to:
   a. encourage special discussion groups as projects related to existing programs and activities.

b. expand an all-university cultural events program with student-faculty leadership.

c. promote exhibits relating to art forms, cultures, and vocations at the university.

d. consider addition of non-credit informal type courses sponsored by the Village Center.

3. In order to strengthen scholarship and intellectual activities steps should be taken to:

a. review student performance standards.

b. review desired competencies and levels of student participation and involvement.

c. increase student participation, involvement and responsibility in the classroom learning situation.

4. In order to facilitate the understanding and improve the effectiveness of student services and to contribute to the sense of belonging and involvement steps should be taken to:

a. include students on advisory committees for the various student services.

b. include students as peer advisers within these services.

c. organize and train peer advisers to play an active role in helping new students adjust to campus life.

APPENDIX A

The definition of the practicality scale is as follows:

> The 20 items that contribute to the score for this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. As in many organized societies there is also some personal benefit and prestige to be obtained by operating in the system - knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, and so forth. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.[7]

This scale includes items 1-10 and 51-60.

The definition of the community scale is as follows:

> The items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing rather than by privacy and cool detachment.[8]

This scale includes items 21-30 and 71-80.

The definition of the awareness scale is as follows:

> The items in this scale seem to reflect a concern about and emphasis upon three sorts of meaning - personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture, architecture, and the like suggests the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the present and future condition of man suggests the search for political meaning and idealistic commitment. What seems to be evident in this sort of

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[7] Ibid.

[8] Ibid.

environment is a stress on awareness, an awareness of self, of society, and of aesthetic stimuli. Along with this push toward expansion, and perhaps as a necessary condition for it, there is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness.[9]

This scale includes items 31-40 and 81-90.

The definition of the propriety scale is as follows:

These items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper, and conventional.[10]

This scale includes items 41-50 and 91-100.

The definition of the scholarship scale is as follows:

The items in this scale describe an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious interest in scholarship. The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously. Intellectual speculation, an interest in ideas, knowledge for its own sake, and intellectual discipline - all these are characteristic of the environment.[11]

This scale includes items 11-20 and 61-70.

The definition of the campus morale scale is as follows:

The items in this scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression. Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited.[12]

This scale includes items 2, 10, 14, 22, 25, 27, 28, 29, 31, 35, 37, 50, 61, 62, 63, 74, 75, 80, 82, 83, 97, and 99.

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[9] Ibid. [10] Ibid. [11] Ibid. [12] Ibid.

The definition of the quality of teaching and faculty-student relationships scale is as follows:

> This scale defines an atmosphere in which professors are perceived to scholarly, to set high standards, to be clear, adaptive, and flexible. At the same time, this academic quality of teaching is infused with warmth, interest, and helpfulness toward students.[13]

This scale includes items 1, 12, 15, 20, 25, 61, 65, 66, 73, 75, and 79.

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[13] Ibid.

APPENDIX B
RESULTS OF FLORIDA TECHNOLOGICAL UNIVERSITY CAMPUS ENVIRONMENT SURVEY

Item Number	Item	True		False	
		#	%	#	%
1	Students almost always wait to be called on before speaking in class.	300	51	288	49
2	The big college events draw a lot of student enthusiasm and support.	99	17	470	83
3	There is a recognized group of student leaders on this campus.	277	49	293	51
4	Frequent tests are given in most courses.	336	57	252	43
5	Students take a great deal of pride in their personal appearance.	330	56	253	44
6	Education here tends to make students more practical and realistic.	411	71	168	29
7	The professors regularly check up on the students to make sure that assignments are being carried out properly and on time.	213	36	375	64
8	It's important socially here to be in the right club or group.	118	21	457	79
9	Student pep rallies, parades, dances, carnivals, or demonstrations occur very rarely.	484	84	92	16
10	Anyone who knows the right people in the faculty or administration can get a better break here.	204	36	368	64
11	The professors really push the students' capacities to the limit.	206	35	377	65
12	Most of the professors are dedicated scholars in their fields.	475	81	110	19
13	Most courses require intensive study and preparation out of class.	381	65	208	35
14	Students set high standards of achievement for themselves.	334	57	249	43
15	Class discussions are typically vigorous and intense.	186	32	399	68
16	A lecture by an outstanding scientist would be poorly attended.	258	45	321	55
17	Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.	399	69	181	31
18	It is fairly easy to pass most courses without working very hard.	248	42	341	58
19	The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.	180	32	384	68
20	Standards set by the professors are not particularly hard to achieve.	313	54	269	46
21	It is easy to take clear notes in most courses.	433	74	152	26
22	The school helps everyone get acquainted.	108	19	467	81
23	Students often run errands or do other personal services for the faculty.	131	23	440	77
24	The history and traditions of the college are strongly emphasized.	45	8	532	92
25	The professors go out of their way to help you.	407	70	178	30
26	There is a great deal of borrowing and sharing among the students.	263	46	308	54
27	When students run a project or put on a show everybody knows about it.	137	24	439	76
28	Many upperclassmen play an active role in helping new students adjust to campus life.	84	15	487	85
29	Students exert considerable pressure on one another to live up to the expected codes of conduct.	98	17	469	83

Item Number	Item	True		False	
		#	%	#	%
30	Graduation is a pretty matter-of-fact, unemotional event.	374	68	178	32
31	Channels for expressing students' complaints are readily accessible.	297	51	282	49
32	Students are encouraged to take an active part in social reforms or political programs.	272	47	305	53
33	Students are actively concerned about national and international affairs.	297	51	282	49
34	There are a good many colorful and controversial figures on the faculty.	246	43	327	57
35	There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.	232	41	331	59
36	Public debates are held frequently.	48	8	520	92
37	A controversial speaker always stirs up a lot of student discussion.	214	38	353	62
38	There are many facilities and opportunities for individual creative activity.	282	49	290	51
39	There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.	281	49	294	51
40	Concerts and art exhibits always draw big crowds of students.	175	31	390	69
41	Students ask permission before deviating from common policies or practices.	227	41	331	59
42	Most student rooms are pretty messy.	187	36	327	64
43	People here are always trying to win an argument.	200	36	359	64
44	Drinking and late parties are generally tolerated, despite regulations.	169	33	340	67
45	Students occasionally plot some sort of escapade or rebellion.	127	23	430	77
46	Many students drive sports cars.	276	48	295	52
47	Students frequently do things on the spur of the moment.	405	71	162	29
48	Student publications never lampoon dignified people or institutions.	168	29	402	71
49	The person who is always trying to "help out" is likely to be regarded as a nuisance.	167	29	409	71
50	Students are conscientious about taking good care of school property.	366	63	212	37
51	The important people at this school expect others to show proper respect for them.	416	73	151	27
52	Student elections generate a lot of intense campaigning and strong feeling.	95	16	484	84
53	Everyone has a lot of fun at this school.	160	28	406	72
54	In many classes students have an assigned seat.	164	28	417	72
55	Student organizations are closely supervised to guard against mistakes.	178	33	359	67
56	Many students try to pattern themselves after people they admire.	290	52	268	48
57	New fads and phrases are continually springing up among the students.	253	44	317	56
58	Students must have a written excuse for absence from class.	32	5	550	95
59	The college offers many really practical courses such as typing, report writing, etc.	452	79	121	21
60	Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.	292	56	234	44

Item Number	Item	True		False	
		#	%	#	%
61	Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.	421	73	158	27
62	Most courses are a real intellectual challenge.	279	48	302	52
63	Students put a lot of energy into everything they do in class and out.	186	33	381	67
64	Course offerings and faculty in the natural sciences are outstanding.	320	60	210	40
65	Courses, examinations, and readings are frequently revised.	405	72	161	28
66	Personality, pull, and bluff get students through many courses.	224	39	349	61
67	There is very little studying here over the weekends.	260	47	289	53
68	There is a lot of interest in the philosophy and methods of science.	252	46	297	54
69	People around here seem to thrive on difficulty - the tougher things get, the harder they work.	237	42	332	58
70	Students are very serious and purposeful about their work.	334	59	235	41
71	This school has a reputation for being very friendly.	282	50	279	50
72	All undergraduates must live in university approved housing.	60	11	510	89
73	Instructors clearly explain the goals and purposes of their courses.	449	77	133	23
74	Students have many opportunities to develop skill in organizing and directing the work of others.	206	36	362	64
75	Most of the faculty are not interested in students' personal problems.	249	44	323	56
76	Students quickly learn what is done and not done on this campus.	372	65	198	35
77	It's easy to get a group together for card games, singing, going to the movies, etc.	238	44	297	56
78	Students commonly share their problems.	397	70	169	30
79	Faculty members rarely or never call students by their first names.	188	32	393	68
80	There is a lot of group spirit.	140	24	435	76
81	Students are encouraged to criticize administrative policies and teaching practices.	292	50	287	50
82	The expression of strong personal belief or conviction is pretty rare around here.	221	38	354	62
83	Many students here develop a strong sense of responsibility about their role in contemporary social and political life.	303	54	263	46
84	There are a number of prominent faculty members who play a significant role in national or local politics.	90	16	469	84
85	There would be a capacity audience for a lecture by an outstanding philosopher or theologian.	197	35	367	65
86	Course offerings and faculty in the social sciences are outstanding.	298	56	236	44
87	Many famous people are brought to the campus for lectures, concerts, student discussions, etc.	242	42	330	58
88	The school offers many opportunities for students to understand and criticize important works of art, music, and drama.	218	39	346	61
89	Special museums or collections are important possessions of the college.	75	13	490	84
90	Modern art and music get little attention here.	204	36	366	64

Item Number	Item	True		False	
		#	%	#	%
91	Students are expected to report any violation of rules and regulations.	207	37	356	63
92	Student parties are colorful and lively.	305	58	219	42
93	There always seem to be a lot of little quarrels going on.	104	19	455	81
94	Students rarely get drunk and disorderly.	325	59	224	41
95	Most students show a good deal of caution and self-control in their behavior.	453	80	115	20
96	Bermuda shorts, pin-up pictures, etc., are common on this campus.	347	63	207	37
97	Students pay little attention to rules and regulations.	142	25	429	75
98	Dormitory raids, water fights, and other student pranks would be unthinkable.	130	24	422	76
99	Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.	263	47	298	53
100	Rough games and contact sports are an important part of intramural athletics.	270	49	284	51
101	The vocational value of many courses is emphasized.	258	45	317	55
102	Most people are aware of the financial status of students' families.	112	20	456	80
103	Student organizations are required to have a faculty advisor.	414	78	114	22
104	There are good facilities for learning vocationally useful skills and techniques.	234	42	327	58
105	Most faculty members really know the regulations and requirements that apply to student programs.	255	47	288	53
106	There is a well-organized and effective job placement office for the graduating students.	373	69	165	31
107	Many faculty members are involved in services or consulting activities for outside groups - business, adult education, etc.	356	66	182	34
108	Professors will sometimes increase a student's grade if they think he has worked especially hard and conscientiously.	397	71	165	29
109	Most students want to get a degree because of its economic value.	506	88	71	12
110	Vocational guidance is a main activity of the counseling office.	217	40	321	60
111	New ideas and theories are encouraged and vigorously debated.	225	40	332	60
112	Students who don't make passing grades are quickly dropped from school.	247	44	311	56
113	Students are allowed to help themselves to books in the library stacks.	462	82	102	18
114	Excellence in scholarship is the dominant feature of this institution.	299	53	265	47
115	There are lots of quiet and comfortable places for students to study.	386	67	190	33
116	Even in social groups students are more likely to talk about their studies than about other things.	244	43	327	57
117	There are many excellent facilities for research on this campus.	244	43	321	57
118	The main emphasis in most departmental clubs is to promote interest and scholarship in the field.	403	74	142	26
119	Most students are pretty dissatisfied if they make less than a B grade.	321	56	252	44

Item Number	Item	True		False	
		#	%	#	%
120	The library is one of the outstanding facilities on the campus.	414	72	162	28
121	The campus design, architecture, and landscaping suggest a friendly atmosphere.	463	80	116	20
122	Student groups often meet in faculty members' homes.	78	14	461	86
123	Counseling and guidance services are really personal, patient, and helpful.	306	56	240	44
124	There are courses which involve students in activities with groups or agencies in the local community.	367	66	187	34
125	Most of the students here are pretty happy.	434	76	134	24
126	There are courses or voluntary seminars that deal with problems of marriage and the family.	250	47	282	53
127	In most classes the atmosphere is very friendly.	455	80	116	20
128	Groups of students from the college often get together for parties or visits during holidays.	308	57	232	43
129	Most students seem to have a genuine affection for this school.	225	40	341	60
130	There are courses or voluntary seminars that deal with problems of social adjustment.	282	53	250	47
131	There is a regular place on the campus where students can make speeches about controversial issues.	174	31	383	69
132	Students are free to cut classes at their own discretion.	434	77	131	23
133	Many faculty members have worked overseas or frequently traveled to other countries.	355	66	186	34
134	There is a lot of variety and innovation in the way many courses are taught.	336	59	237	41
135	Many professors permit, and sometimes welcome, class discussion of materials that are outside their field of specialization.	354	63	210	37
136	Many students are interested in joining the Peace Corps or are planning, somehow, to spend time in another part of the world.	187	34	363	66
137	Many student groups invite faculty members to lead special discussions.	200	38	327	62
138	Groups of students sometimes spend all evening listening to classical records.	94	18	429	82
139	Student chorus, orchestra, and theater groups are really excellent.	258	49	269	51
140	Students like to browse in book stores.	345	62	207	38
141	Many professors require students to submit an outline before writing a term paper or report.	234	42	324	58
142	The Dean of Students office is mainly concerned with disciplinary matters.	211	40	318	60
143	Faculty members always wear coats and ties on the campus.	148	26	418	74
144	A major aim of this institution is to produce cultivated men and women.	306	55	246	45
145	In literature, drama, and music the main emphasis is on the classics.	206	40	315	60
146	Nearby churches have an active interest in counseling and youth programs.	165	32	344	68
147	Proper standards and ideals are emphasized in many courses.	323	59	224	41
148	Most professors think of themselves as no different from other adults in the community.	391	70	164	30
149	Faculty members are always polite and proper in their relations with students.	416	73	153	27

Item Number	Item	True		False	
		#	%	#	%
150	In most exams the emphasis is on knowing the correct answers rather than on being able to defend a point of view.	412	73	156	27
151	There are students on many academic and administrative committees.	285	53	248	47
152	Students have real authority to determine some campus policies and procedures.	254	46	296	54
153	Some faculty members are active in experimenting with new methods of teaching, new courses, and other innovations.	404	73	148	27
154	There is much student interest and activity about social issues - such as civil rights, justice, peace.	226	41	330	59
155	The administration is receptive and active in responding to student proposals for change.	270	48	287	52
156	There is an "experimental" college or program where a variety of new courses are offered (whether for credit or not).	118	22	419	78
157	Massive disruption, force, or violence by students would be unthinkable on this campus.	472	84	87	16
158	The attitude of most college officials about drugs is generally patient, flexible, and tolerant.	240	46	286	54
159	The response of most college officials toward student sit-ins or other "confrontations" is (or would be) firm, forceful, and unsympathetic.	307	58	226	42
160	Due process considerations are expected by students who are accused of violating laws or college rules.	471	86	76	14